

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	SUPERVISED STUDENTS TEACHING IN BILINGUAL EDUCATION		
Type:	Curricular Internships	ECTS credits:	8
Year:	1	Code:	8370
Teaching period:	Second semester		
Area:	Work Placement		
Module:	Work Placement		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	200		

Teaching staff	E-mail
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SUBJECT DESCRIPTION

The practical training pursues to connect the students with the reality of teaching in bilingual centers. The internship counts with the support of the university tutor and the guidance of the school tutor. Both will be responsible for monitoring and ensuring the objectives defined in this subject are effectively achieved by the end of the training period.

GOAL

The main goal of the subject Practicum is to apply the knowledge acquired in the Master to the teaching practice in bilingual centers, making a critical reflection on it.

COURSE SYLLABUS

No procede

EDUCATION ACTIVITIES

Teaching training in educational centers in which students must put into practice the skills acquired throughout the Master. To successfully pass this Practicum, the student counts with the support of both, the university tutor and the guidance of the school tutor.

The student will have to write a internship memorandum composed of the following points:

1. Cover. (Using the official cover uploaded to the platform)
2. Index (justified and paginated)
3. Description and analysis of the context of the center.
4. Analysis of the center.
5. Activities developed:
Description of the actions and tasks carried out in the educational center. If applicable, relation with the Master dissertation.
6. Conclusions
7. References bibliographical (APA standards)
8. Annexes (if applicable)

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
80 hours	120 hours

SKILLS

Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based

on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

Apply the theoretical and practical knowledge learned in the Master's course in order to achieve a better professional technical qualification for bilingual English-Spanish education centres.

LEARNING RESULTS

Apply the theoretical-practical knowledge acquired in the Master to the practice in the bilingual classroom for his better technical and professional qualification. He will also know firsthand how a bilingual center works and will be able to exchange good educational practices with other teachers.

LEARNING APPRAISAL SYSTEM

The final grade of the Practicum is calculated by adding the average mark given to the memorandum by the University tutor (40%) and the the average mark given to the training by the school mentor (60%) and dividing by 2

The mentor of educational center will take into account the professionalism and involvement of the student during their training (punctuality, relation with other members of the center and teamwork, interest in learning, ...) as well as his knowledge and abilities (skills in the classroom, preparation of material,...).

The evaluation criteria for the internship memorandum will be the following:

-Format: Design of the the internship memorandum following the different sections established, clarity in the writing, adequate spelling and references following the APA regulations.

-Content: Depth, adequacy and consistency.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. The evaluation system will remain the same in the dates established by the Department.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Altarriba, J. and R.R. Heredia (Eds.). (2008). An introduction to bilingualism: Principles and processes. New York: Lawrence Erlbaum Associates, Taylor & Francis Group.

Baker, C. (2011): Foundations of Bilingual Education and Bilingualism. Barnes and Noble. 5^a edition.

Bialystok, E. (Ed.). (1991). Language processing in bilingual children. Cambridge: Cambridge University Press.

Cole, D., Hood, P. & Marsh, D. (2010). Content and language integrated learning. Cambridge, UK: Cambridge University Press.

Hadley, A. (2000): Teaching languages in context. Heinle & Heinle. 3th edition.

Krashen, S (1988). Second Languages acquisition and second languages learning. Prentice Hall. Available at: http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf

Mehisto, P. (2014). Criteria for producing CLIL learning material. Available at: http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/mehisto_criteria_for_producing_clil_learning_material.pdf

Richards, J. and Rodgers, T (2014): Approaches and Methods in Language Teaching CUP Cambridge. 3th edition. Ruiz de Zarobe, Y; Lasagabaster, D. (2010). CLIL in Spain: Implementation, Results and Teacher Training. Cambridge scholars publishing. Available at: http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/lasagabaster_and_ruiz_de_zarobe_clil_in_spain.pdf